



ARIZONA DISTRICT REPORT CARD 2005-06

Peoria Accelerated Public Charter High School

1313 East Osborn Road, Suite 100 Phoenix, AZ 85014-

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

No Child Left Behind

Adequate Yearly Progress¹

2004-05 Met

2003-04 Not Met

2002-03 Not Met

Current Administrator²

Title: CEO

Fax: (602) 953-0831

Name: William Coats

Phone: (602) 953-2933

Email: bill.coats@leonagroup.com

District At A Glance

Enrollment³

	State	District
2004-2005 Student Enrollment	1,037,655	626

Highly Qualified

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	3	0	0
4 to 6 years	5	1	0	0
7 to 9 years	4	1	0	0
10 or more years	2	2	1	0

Percentage of Public Elementary and Secondary School Teachers with Emergency/Provisional Certification

0%

	District Aggregate	High-Poverty Schools	Moderate-Poverty Schools	Low Poverty Schools
Percentage of Core Academic Subject Poverty Elementary and Secondary School Classes Not Taught by Highly Qualified Teachers	N/A	N/A	N/A	N/A

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	130	69846	96	100	686	699	32	21	12	11	52	49	3	18
All Students (03-04)	141	65934	100	100	468	492	73	43	16	18	11	24	1	15
Female (04-05)	75	34328	97	99	689	702	27	19	12	12	59	51	2	18
Female (03-04)	82	32586	100	100	467	491	77	44	11	19	12	24	0	14
Male (04-05)	54	35509	92	100	683	696	39	23	13	11	43	48	4	18
Male (03-04)	56	33226	93	99	469	493	68	42	23	18	9	24	0	16
African American (04-05)	10	3535	91	100	703	677	0	31	40	15	60	46	0	8
African American (03-04)	10	3042	100	98	450	478	90	58	10	19	0	17	0	6
Hispanic (04-05)	54	23363	100	100	677	680	48	32	15	16	33	45	4	7
Hispanic (03-04)	63	21740	98	100	459	475	90	63	10	17	0	15	0	5
Asian/Pacific Islander (04-05)	--	1742	--	99	--	733	--	8	--	7	--	46	--	38
Asian/Pacific Islander (03-04)	--	1643	--	99	--	519	--	23	--	13	--	30	--	34
American Indian/Alaskan Native (04-05)	NC	4785	NC	100	NC	671	NC	39	NC	17	NC	39	NC	5
American Indian/Alaskan Native (03-04)	NC	4351	NC	99	NC	472	NC	68	NC	16	NC	13	NC	4
White (04-05)	62	36421	91	99	691	714	26	12	6	8	65	54	3	26
White (03-04)	60	34819	92	99	481	505	53	27	20	20	25	31	2	22
Students with Disabilities (04-05)	NC	7690	NC	100	NC	593	NC	64	NC	14	NC	21	NC	2
Students with Disabilities (03-04)	NC	6507	NC	100	NC	456	NC	83	NC	9	NC	6	NC	2
Students without Disabilities (04-05)	121	62220	95	99	690	712	28	16	14	11	55	53	3	20
Students without Disabilities (03-04)	135	59427	99	100	469	494	72	41	16	19	11	25	1	16
Limited English Proficient Students (04-05)	--	5834	--	100	--	612	--	46	--	20	--	31	--	3
Limited English Proficient Students (03-04)	NC	6793	NC	100	NC	464	NC	79	NC	11	NC	8	NC	2
Migrant Students (04-05)	--	117	--	NA	--	677	--	44	--	18	--	35	--	3
Migrant Students (03-04)	--	708	--	NA	--	469	--	72	--	15	--	10	--	3
Economically Disadvantaged (04-05)	18	21421	43	92	699	686	28	35	6	15	56	43	11	7
Economically Disadvantaged (03-04)	30	18745	NA	NA	458	475	87	64	7	16	7	15	0	5
Non-Economically Disadvantaged (04-05)	112	48489	100	100	681	704	34	15	15	10	51	52	0	23
Non-Economically Disadvantaged (03-04)	111	47182	NA	NA	471	499	69	35	18	19	12	27	1	19

Peoria Accelerated Public Charter High School

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ⁴

10th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	124	71311	95	100	685	694	6	7	31	21	63	63	0	9
All Students (03-04)	142	68162	100	100	489	509	27	18	33	24	39	51	1	8
Female (04-05)	66	34328	100	100	692	700	0	5	30	19	70	66	0	10
Female (03-04)	80	33509	100	100	491	513	26	15	36	23	36	52	1	9
Male (04-05)	58	36430	91	100	674	688	14	9	32	22	54	61	0	8
Male (03-04)	62	34521	95	100	485	505	27	20	29	24	44	49	0	7
African American (04-05)	NC	3573	NC	100	NC	676	NC	9	NC	26	NC	60	NC	4
African American (03-04)	NC	3163	NC	99	NC	497	NC	22	NC	30	NC	46	NC	3
Hispanic (04-05)	49	24056	98	100	666	672	10	13	50	31	40	53	0	3
Hispanic (03-04)	62	22624	100	100	482	487	31	32	40	31	29	35	0	2
Asian/Pacific Islander (04-05)	--	1731	--	98	--	717	--	3	--	13	--	68	--	16
Asian/Pacific Islander (03-04)	NC	1666	NC	100	NC	523	NC	11	NC	17	NC	60	NC	12
American Indian/Alaskan Native (04-05)	NC	5110	NC	100	NC	661	NC	14	NC	38	NC	46	NC	2
American Indian/Alaskan Native (03-04)	NC	4592	NC	100	NC	484	NC	32	NC	37	NC	30	NC	1
White (04-05)	63	36841	93	99	697	713	3	3	20	12	77	72	0	13
White (03-04)	65	35727	92	100	498	526	20	7	29	17	49	64	2	12
Students with Disabilities (04-05)	NC	8021	NC	100	NC	590	NC	27	NC	42	NC	29	NC	1
Students with Disabilities (03-04)	NC	6845	NC	100	NC	468	NC	53	NC	29	NC	18	NC	1
Students without Disabilities (04-05)	115	63379	94	100	689	707	3	5	29	18	68	68	0	10
Students without Disabilities (03-04)	135	61317	100	100	490	512	25	15	33	23	41	53	1	8
Limited English Proficient Students (04-05)	--	6402	--	100	--	596	--	25	--	44	--	30	--	1
Limited English Proficient Students (03-04)	NC	7152	NC	100	NC	464	NC	57	NC	31	NC	12	NC	0
Migrant Students (04-05)	--	548	--	NA	--	659	--	26	--	36	--	38	--	0
Migrant Students (03-04)	--	745	--	NA	--	469	--	51	--	31	--	17	--	1
Economically Disadvantaged (04-05)	20	22243	61	93	695	677	5	14	25	32	70	51	0	3
Economically Disadvantaged (03-04)	30	19528	NA	NA	486	487	27	31	40	32	33	34	0	2
Non-Economically Disadvantaged (04-05)	104	49157	100	100	681	702	6	4	33	16	61	69	0	11
Non-Economically Disadvantaged (03-04)	112	48595	NA	NA	489	518	27	13	31	20	41	57	1	10

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	119	70868	92	100	687	688	3	5	34	23	60	63	3	9
All Students (03-04)	137	67629	98	100	526	524	12	22	21	16	67	59	0	3
Female (04-05)	62	34710	94	99	694	697	0	3	28	19	73	66	0	12
Female (03-04)	79	33347	100	100	525	537	10	17	24	15	66	64	0	4
Male (04-05)	57	36176	89	100	677	678	7	7	43	27	43	59	7	7
Male (03-04)	57	34151	88	99	528	512	14	27	16	18	70	54	0	2
African American (04-05)	NC	3557	NC	99	NC	675	NC	7	NC	25	NC	62	NC	6
African American (03-04)	NC	3150	NC	99	NC	515	NC	24	NC	19	NC	56	NC	2
Hispanic (04-05)	46	23868	92	100	673	670	4	9	52	33	44	55	0	4
Hispanic (03-04)	59	22313	100	100	520	493	10	34	24	19	66	46	0	1
Asian/Pacific Islander (04-05)	--	1732	--	98	--	713	--	2	--	12	--	64	--	22
Asian/Pacific Islander (03-04)	NC	1659	NC	100	NC	564	NC	11	NC	12	NC	68	NC	9
American Indian/Alaskan Native (04-05)	NC	5001	NC	100	NC	661	NC	9	NC	41	NC	48	NC	2
American Indian/Alaskan Native (03-04)	NC	4528	NC	99	NC	492	NC	35	NC	21	NC	42	NC	1
White (04-05)	61	36710	90	99	693	702	3	2	26	15	69	69	3	13
White (03-04)	63	35593	89	99	532	547	13	13	22	14	65	69	0	4
Students with Disabilities (04-05)	NC	7900	NC	100	NC	580	NC	22	NC	49	NC	28	NC	1
Students with Disabilities (03-04)	NC	6712	NC	100	NC	445	NC	61	NC	18	NC	21	NC	0
Students without Disabilities (04-05)	110	63054	90	99	691	701	2	3	31	20	64	67	3	10
Students without Disabilities (03-04)	130	60917	96	100	528	530	11	19	20	16	69	61	0	3
Limited English Proficient Students (04-05)	--	6308	--	100	--	591	--	19	--	47	--	33	--	1
Limited English Proficient Students (03-04)	NC	6994	NC	100	NC	442	NC	58	NC	18	NC	23	NC	0
Migrant Students (04-05)	--	540	--	NA	--	658	--	16	--	42	--	41	--	1
Migrant Students (03-04)	--	732	--	NA	--	466	--	44	--	23	--	33	--	0
Economically Disadvantaged (04-05)	19	21994	58	92	694	673	5	10	26	36	58	52	11	3
Economically Disadvantaged (03-04)	30	19310	NA	NA	537	489	3	35	30	20	67	44	0	1
Non-Economically Disadvantaged (04-05)	100	48960	100	100	684	694	2	3	37	18	61	67	0	12
Non-Economically Disadvantaged (03-04)	107	48278	NA	NA	523	538	14	17	19	15	67	65	0	4

The table below shows if your district met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

District AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

SCHOOL IMPROVEMENT STATUS

Below is a list of the Title I funded schools in the district that are in School Improvement Status as defined by the Federal No Child Left Behind Act of 2001

Title I School - any school that receives Federal Title I funds; the school agrees to the accountability measures mandated by the No Child Left Behind Act of 2001 (NCLB).

Title I School Improvement - Year 1 - A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement - Year 2 - A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement - Year 3 or Corrective Action - A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement - Year 4 or Restructuring (Planning Phase) - A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement - Year 5 or Restructuring (Implementation Phase) - A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must implement the restructuring plan.

Out of School Improvement - A Title I school that has made adequate yearly progress (AYP) for two consecutive years and is no longer identified.

For More Information on school improvement status, visit our website at www.ade.az.gov/asd/nclb

Peoria Accelerated Public Charter High School

	AZ LEARNS		NCLB
School Name	LABEL ES	LABEL HS	AYP
Peoria Accelerated High School	N/A	Performing	Met

1 Adequate Yearly Progress, please visit our website at <http://www.ade.az.gov/profile/publicview/aypdistrictlist.asp>.

2 Current Administrator: This includes the most current information ADE has available, please contact the district directly if you feel this information is in error.

3 Enrollment: These enrollment counts represent a head count of all active enrollments on October 1st of each school year. Please note these counts are not unduplicated counts; concurrently enrolled students are counted as having an active membership in each school they are enrolled. Joint technology schools where students are concurrently enrolled are not included, which may additionally overstate aggregated enrollment figures.

4 Arizona Instrument to Measure Standards (AIMS) if applicable. Data reflects grades 3,5,8,10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard, and Exceeds (E) the standard. Mean Scale Scores (MSS). The federal law, No Child Left Behind (NCLB), requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. Data also provides a two year trend analysis of student performance as required by NCLB. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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